

Train Station Day Nursery

Blackburn Street, RADCLIFFE, Manchester, M26 1WS

Inspection date

20/02/2014

Previous inspection date

16/08/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff plan individualised and interesting activities for children. As a result of this, children make good progress across the seven areas of learning and development.
- Management have a strong drive for improvement and have an intrinsic passion to bring about change in order for all children to make good progress. As a result of this systems for monitoring and evaluating are robust.
- The key person system is well-embedded and promotes strong partnerships with parents. As a result of this, children settle quickly, become confident and display the characteristics of effective learning.
- Staff have a sound understanding of safeguarding practices. As a result of this, children are very well-protected.

It is not yet outstanding because

- There is scope to extend the literacy programme within the learning environment for children, for example, by ensuring resources are labelled, names are displayed and signs are clearly visible.
- Children are not always provided with further opportunities to enhance their early reading skills. For example, by exploring a range of books that are of interest to them and are age-appropriate.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed teaching and learning in all rooms and held discussions with key persons around children's progress, learning and development.
- The inspector took a tour of the premises.
- The inspector looked at a number of policies and procedure and checked the suitability of all staff members.
- The inspector held a joint observation of a teaching and learning activity with the manager.
- The inspector looked at the health and care practices implemented in the nursery.

Inspector

Luke Heaney

Full report

Information about the setting

Train Station Day Nursery was registered in 2013 and is on the Early Years Register and compulsory part of the Childcare Register. It is situated in a purpose built premises within the Radcliffe area of Manchester and is managed by Kids Zone Limited. The nursery serves the local area and is accessible to all children. The nursery opens Monday to Friday, operating 51 weeks per year. Sessions are from 7.30 am until 6pm. There is a fully enclosed area available for outdoor play. The nursery employs 21 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3, including one with an early years degree. Four members of staff are working towards a foundation degree in early childhood studies. Children attend for a variety of sessions. There are currently 117 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is a member of the National Day Nursery Association and receives support from the local authority. The nursery holds a five star rating from the Food Standards Agency.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop children's early literacy skills further by creating an environment which is rich in print where children can see and learn about words, for example, by displaying children's names and labelling resources
- extend the programme for literacy development to support children's interest in reading by providing them with access to wide range of books that are suitable to their interests and are age-appropriate.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good knowledge and understanding of the requirements of the Early Years Foundation Stage. As a result, children receive good quality care and education. Individual and cohort trackers indicate that children make good progress across all areas of learning, relative to their starting points. Staff obtain an extensive range of information from parents and carers upon entry, which provides the foundation for initial starting points. Teaching and learning is strong across the nursery and is very good in the pre-school. Management regularly review and assess the standard of teaching and learning, which informs staff's professional development programmes. Children's personal interests are at the forefront of staff practice. For example, staff in the pre-school noticed that children

took a particular interest in various toy animals in the small world area. From this, staff provided children with further opportunities to discuss and find out where specific animals originate from. This was very evident on the day of inspection, as a child approached the inspector and informed them that he has a "polar bear and it lives in a cold country". Observation, planning and assessment are robust, consistent and children's needs are central to this process. For example, staff sensitively observe children in a variety of contexts and use this information to inform medium and short term planning. Older children actively participate in the planning process and inform staff of activities and resources they would like to play with. For example; in the toddler room, staff provide a sensory activity that entails foam, pasta and rice. Children become captivated by this activity and display the characteristics of effective learning. Staff are enthusiastic and fully value children's contributions, as a result of this; children are making good progress and are well prepared for their next stage of learning, such as starting school.

Children access rich and varied educational programmes across the setting. For example; children participate in multi skills with a qualified sport coach and display the characteristics of effective learning whilst taking part in a nature walk. However, there is a limited range of book available for the children to access and of these, some are of poor quality and are not age appropriate. Consequently, children's are not encouraged to develop a love of books to promote an interest in reading. Management have worked effectively to successfully embed community cohesion within the nursery. For example; children attend the local church, children's centre, primary school and have regular visits from the local fire service, dentist and postman. Management are continuing to develop further links and plan on offering further services for the local community, such as offering literacy or numeracy programmes and becoming a centre of excellence. Children's learning environment is bright, welcoming and children's work is displayed. However, there is scope to introduce print, labels and signs into the learning environment of the toddler rooms in particular, to ensure children can begin to understand that print and text relay meaning. Children have open access to the outdoor areas and their physical development is well-enhanced. For example, children climb; jump; and ride bikes. Further to this, the nursery has a 'toy town' physical room, which is used to promote children's holistic development, as they learn to socialise, crawl, climb and manoeuvre around obstacles. Staff fully utilise the resources and room they have, as a result of this, children thoroughly enjoy their time at the nursery.

Children with special educational needs are very well-catered for by experienced and caring staff. The Special Educational Needs Coordinator holds regular meetings with key persons, parents and management to review action plans and put interventions in place to ensure children with special educational needs are making good progress in their learning and development. For example; further communication aids were introduced for a particular child and staff attended a sign-a-long course. This worked very effectively for the child and now all children are learning the basic signs and gestures for sign-a-long. Staff fully meet the needs of children and parents who have English as additional language through using bi-lingual phrases and using a variety of communication aids, such as pictures, sign language and have bilingual support is available if required. This aids all children to learn to value each other's languages and differences. The nursery regularly liaises with a speech and language therapist that can offer advice and support for children with English as additional language. This enables staff to introduce new initiatives and

fully understand the basic foundations of linguistic acquisition. The nursery celebrates diversity and equality very well. For example, resources reflect different cultures, religions and beliefs. Children dress up in Chinese attire for Chinese New Year and have visitors coming in for Diwali to make Diva Lamps, show traditional clothing, and make traditional foods.

The contribution of the early years provision to the well-being of children

Children settle very well at their nursery and enter with great enthusiasm and are comfortable in leaving their parents and carers. A well-rooted key person system is in place and children have formed sound relationships with the adults who care for them. For example, in the baby room, a baby that arrives, smiles, giggles and is very content to go to her key person. Children in the pre-school room jump with excitement upon entry and quickly explore their learning environment. Settling-in procedures are very well embedded and staff keep parents well informed during this process. For example; on the day of inspection, it is a child's second day at the nursery and staff kept parents well informed via telephone conversations. Further to this, parents can watch children from the main camera system at the front of the building, to see children settling-in and accessing their environment. Key persons know their children very well and are given adequate time to bond and get to know their key children upon entry. As a result, children become emotionally secure during their transition to nursery. Parents are invited in for transitions and are given a comprehensive hand book, containing information on learning and development, special requirements, useful contacts and policies and procedures.

Children's behaviour is good across the nursery. Staff consistently follow behaviour management strategies and older children fully understand what is expected of them. For example, children in the pre-school room, talk about being kind and the importance of being a 'good friend' and having 'gentle hands'. Children in the toddler room, show great empathy when one of their peers becomes upset and provides a 'gentle hug' and is eager to share this with staff. Children are rewarded in a number of ways for positive behaviour, such as praise, encouragement, stickers and certificates. A special 'VIP system' has been developed and children aspire to be the VIP because they are rewarded with responsibilities, such as sitting in the 'special place' at carpet sessions. Management regularly review behaviour management procedures and introduce new strategies to keep children motivated and provide them with incentives that are of interest to them. Children's care and hygiene needs are very well-met. Staff fully understand the significance of meeting the care and hygiene needs of all children within their care. For example, during nappy changing, staff wear protective clothing, sanitise all areas and robust changing documentation, such as monitoring the amount of times a child has been changed, are all consistently implemented. The environment indoors and outdoors are regularly cleaned and all toys undergo a 'deep clean' on a regular basis. Detailed cleaning rotas are in place and staff fully understand the importance of minimising the risk of infection and the spreading of germs. For example; the nursery fully understand their role in the event of a communicable disease or infection outbreak. Staff consistently sanitise tables and children's bottles and water bottles undergo stringent sterilising on a regular basis. Furthermore to this, each staff member has their own hand sanitiser which is

consistently used and each room has hand sanitiser placed outside the rooms, so visitors or parents can use it before entering. Children are developing sound healthy practices throughout the nursery. For example, children talk about what constitutes healthy food whilst having snack in the toddler room. Staff consistently remind children of the significance of washing their hands and blowing their nose. Older children are displaying well-rooted hygiene practices and independently access the bathroom and wash their hands before snack time. In addition to this, children in the pre-school room, talk about 'hidden germs' and used a variety of technologies, such as photocopying their hands and looking at areas where 'hidden germs' could be.

Children approach the inspector at snack time and inform him that "children must wash their hands to make all the germs go away". Children learn about other hygiene routines, such as looking after their teeth. For example, regular visits from the dentist allow children to learn about the significance of brushing and looking after their teeth. In addition to this, the nursery has achieved a 'golden apple' award for healthy practices. All transitions are very well-supported by the staff at the nursery. Staff have sound links with the local primary schools and children's centres and discuss transitions on a regular basis. Staff prepare children and parents well for transitions through providing a wide range of information, introducing props into the role play area and discussing the step by step process with children. For example; staff take children on visits to their new schools and on walks to show them what a school looks like. Staff provide extra support for children who may find the transition period difficult, such as key persons accompanying children to their new setting. Teachers are also invited in to meet children in an environment that children feel safe and secure in. Staff share the relevant information to new practitioners and provide a comprehensive transition summary, which highlights children's learning and development and progression towards the early learning goals.

The effectiveness of the leadership and management of the early years provision

Children are very well-protected at the nursery because robust safeguarding procedures are in place. Management have a sound understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and cascade this knowledge to all staff members. For example; regular meetings around safeguarding practices are held and staff are given scenarios to complete. Further to this, management regularly carry out 'mock inspections' where they scrutinise documentation and question all staff members around their knowledge and understanding of safeguarding. All staff have an in-depth knowledge of how to protect children and keep them safe. For example; when given a safeguarding scenario, staff consistently follow the same procedures and feel comfortable about who they would contact, if they had further worries or concerns about a child or the conduct of a staff member. A comprehensive safeguarding board details all relevant information for staff and parents and provides a 'whistle blowing' service for all. The nursery is well-secured and management have implemented extra security measures such as CCTV, Intercoms and a finger print recognition system that allows only the child's responsible person to gain access to the nursery. Further to this, robust risk assessments are routinely implemented and daily health and safety checks are carried out on each area of the

provision. Staff fully understand the significance of minimising risk to children and follow the correct protocol if and when an accident has taken place. Any accidents are dealt with sensitively and parents are informed on the same day of the circumstances leading to the accident and any first aid treatment administered. Management scrutinise accident records and look for any correlations to see if further action needs to be taken in order to minimise further accidents.

Management monitor and evaluate all aspects of the nursery extremely well. Detailed action plans highlight future improvements and how these are to be achieved. For example, management highlighted that links with the community needed to be well embedded. From this, management made links with the local church, shops, and children's centre to discuss how the nursery could become fully involved within the local community. Children have experienced a number of community cohesion events, such as visits to the local church, visits to the local post office and nature walks around the local park. Children are very aware of their community and staff promote this very well. For example; during the celebration of Eid, parents and the local community were invited in to share traditional attire, foods and discuss family traditions. A comprehensive 'celebrations' display reflects children participating in traditional dancing, making cultural foods and dressing in traditional attire. Learning and development is closely monitored by the manager and then scrutinised by the senior leadership team. A comprehensive cohort tracker is in place and updated every three months. Management have devised a system where any potential gaps, correlations or specific interventions are quickly identified. For example; management noticed that certain children in the toddler and pre-school room were not meeting expected outcomes in their social development. As a result of this, one to one activities and games were introduced, that primarily focused on social interaction. As a result of this intervention and close monitoring, children are now meeting expected outcomes in this particular area. Management have a clear vision for the future of the nursery and understand what needs to be done to achieve this. Staff undergo stringent vetting and suitability checks by management and these are updated on a regular basis. The monitoring of teaching and learning is good and management do this in various forms, from using the camera system, observations, appraisals and supervisions. Management set clear and realistic targets for staff and provide them with the adequate support and training that suits their individual needs. Management have good working relationships with staff and they work very effectively and close to ensure children receive good quality care and education.

Partnership working has now been well-established within the nursery. Sound parental partnerships are evident within the nursery and parents spoken to on the day of inspection are very happy with the service that is provided. Management have introduced parental questionnaires, hold regular parent events and discuss children's learning and development on a regular basis. Parents add to their children's learning and development through completing 'wow factors' that inform the staff of any particular interests or achievements at home; which are then used to inform planning. Parents receive detailed information upon entry and are kept up-to-date with regular newsletters. Staff invited parents and carers to the Nativity scene at Christmas, and due to its popularity, staff had to hold the event over several days. Management are looking at holding the event at the local church in order to accommodate all parents and carers. Management form part of a multidisciplinary team and work closely with a wide range of other agencies. For example,

strong links with the speech and language therapist, dentist, children's centre and early years advisers, all add to the setting's ethos of working in unison to achieve optimum outcomes for children, staff, parents and carers. Management have a sound knowledge of how to inform regulatory bodies, such as Ofsted or the local authority of any significant events that may impact on the care, learning and development they offer.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY453645
Local authority	Bury
Inspection number	952086
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	166
Number of children on roll	117
Name of provider	Kids Zone Radcliffe Limited
Date of previous inspection	16/08/2013
Telephone number	01457 834890

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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